

John Dewey reading

Main points:

Pragmatic epistemology
Instrumentalism
Inquiry
Pragmatic metaphysics
Pragmatic ethics
Pragmatic aesthetics
Education and experience
Intelligent action
Reflection
Progressive education

Definitions:

Inquiry: three phases:

- a) A problematic situation
- b) Identification of the parameters of the situation
- c) Reflection upon those parameters and the situation itself with the goal of generating a solution.

Epistemology: the theory of knowledge and how we come to have knowledge. (P.4)

Pragmatic epistemology: the objective world is not separate from thought but is defined within thought as its objective manifestation. (P.5) (later he changed this view to **constructivism**: the organism interacts with the environment through self-guided activity that coordinates and integrates sensory and motor responses. Knowledge and learning are thus produced through active manipulation of the environment).

Genetic epistemology: thought was viewed as an effect of the interaction between organism and environment. (like Piaget).

Instrumentalism: (his epistemological approach), knowledge was fundamentally practical or instrumental – developed to solve problem that human beings encountered in the world. (P.5)

Fallibilism: (a central element of pragmatism), the idea that all knowledge is provisional, true only until proven otherwise. (Later changed to “**warranted assertability**” (the acid test for the “truth” of ideas generated from successful inquiry. Then became the “**qualitative paradigm**” in scientific research.

Pragmatic metaphysics: a phenomenological foundation for metaphysics, arguing that things experienced empirically are what they are experienced as. (P.6) (example on P.7)

Pragmatic ethics: individual thought and action issue from social experience. Ethical conduct is a matter of guiding human action in ways that satisfy individuals within their social contexts.

Pragmatic aesthetics: the roots of aesthetic experience lie in commonplace experiences of everyday life. Whenever one experiences a qualitative unity of meanings and values drawn from previous experience and present circumstances, one’s experience has a distinct aesthetic quality (P.8).
Intelligent action:

Education Theorists
HS and Part III Specialists, 2011

Implications for education:

- He was interested in curriculum development & helped develop 23 different education courses at the U. of Chicago.
- Helped found Laboratory School in 1896 there.
- His program became Department of Education (the most innovative and comprehensive in the country.)
- Published major books on education: *How We Think* (1910), *Democracy and Education* (1916).
- Idea of learning through interacting with the environment has similarities with Montessori education.
- “talk and chalk” doesn’t work
- Tip of the iceberg for Tribes way of thinking and different types of learners (multiple intelligences).
- Democratic schools perhaps stemmed from his view of education and experience.
- High art vs. low art – makes it so that anyone (students & teachers) can feel that they have the potential to be the best, because even the “best” isn’t necessarily producing better work than others.

Education and experience: the purpose of education is the intellectual, social, emotional, and moral development of the individual within a democratic society. Development along these axes both depends upon and contributes to increasingly democratic and democratizing contexts. Education is thoroughly social, providing individuals with personal investments in “social relationships and control, and the habits of mind which secure social changes without introducing social disorder” (P.9).
Intelligent action

Karl Marx

His Theory...

- Is a critique of industrial capitalism
- Focuses on social history in relation to political economy, especially class struggle
- History is a record of struggle and control over ‘stuff’, not ideology
- Ultimate goal is a socialist, classless state

Education connections...

- We can put an ‘ideology’ on how education is run but really all it’s doing is reinforcing class structure
- Eg. Schools that service working –class neighbourhoods focus on hands-on ways to problem solve
- Eg. Schools that service upper-class neighbourhoods focus on thought-based problem solving and thinking outside the box

Implications for Music Education...

- Equal opportunity for access to the same education (deemed by the society as appropriate)
- An eventual stifling of the creative process and ‘thinking outside the box’
- Equality NOT equity

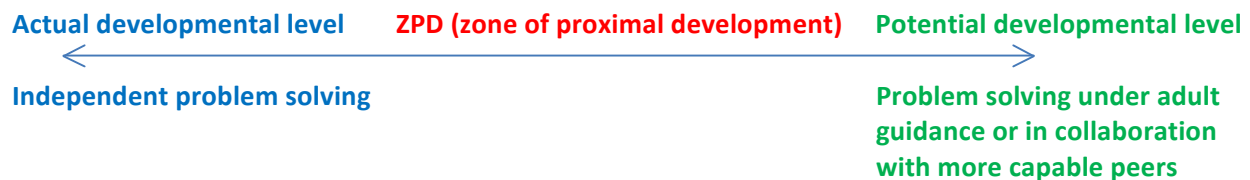
Lev Semenovich Vygotsky

What he's about....

- Developed theories of learning and development that pivoted on the roles of social and semiotic mediation
- Through culture, children acquire much of the content of their thinking
- Their cultural 'sphere' also gives them language and other sign systems (ie. Arts)

Education....

- Learning is unpredictable and propels development
- Our ability to teach and to benefit from instruction is a fundamental attribute of human beings
- Learning is not linear and has leaps and bounds in development and understanding
- ZPD does not contain finite boundaries of learning or development
- It should be viewed as a dynamic and fluid social space that changes as the learners context changes and they grow
- ZPD developed to understand and investigate



Implications for Music Education...

- Teaching in a linear fashion is not the way that most people learn
- Need to be flexible and ready to branch out in to areas that the learner is going
- Need to allow peers and family help with the musical development of the individual

Piaget is best known for his structuralist theory of cognitive development, in which development is organized into a series of sequential and invariant stages. A Piagetian-inspired curricula emphasizes a learner-centered educational philosophy. The teaching methods which most American school children are familiar with - teacher lectures, demonstrations, audio-visual presentations, teaching machines, and programmed instruction - do not fit in with Piaget's ideas on the acquisition of knowledge. Piaget espoused active discovery learning environments in our schools. Intelligence grows through the twin processes of assimilation and accommodation; therefore, experiences should be planned to allow opportunities for assimilation and accommodation. Children need to explore, to manipulate, to experiment, to question, and to search out answers for themselves - activity is essential. (Wanda Y. Ginn)

The theory of constructivism emphasizes a holistic approach wherein the student learns from the "bottom up" (i.e., can't build a house without the foundation)

There are 4 developmental stages moving from concrete to more abstract thinking that outlines a child's cognitive development from age 2 to 15

Throughout the stages of development children build on their previous knowledge called schema by adding new information to a previous file (memory) called assimilation OR by applying what

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they already know to a new experience referred to as accommodation

Language does not facilitate cognitive development but instead is a reflection of thought; language is instrumental in sharing knowledge

Piaget believed in the dialectic (two-way communication) approach as opposed to the didactic (one-way approach)

Piaget grounded his developmental learning theory in the individual learner positioning children as active, intelligent, creative constructors of their own knowledge structures. The term often used to refer to this process is "psycho genesis", which is the idea that intellectual growth is most influenced by learners's own personal intellectual activities.(Goodman, 1990)

Paulo Friere (1921-1999)

- South American scholar/educator who worked primarily in Brazil
- The “father” of critical pedagogy
- Very critical of the banking model of education (a system in which students are regarded as empty vessels in which teachers must deposit information)
- Critical pedagogy encourages students to ask “why” – that is, to examine their situations and consider how to better their lives
- Critical pedagogy shifts education from a system of transferring knowledge to a system that enables and creates social change
- Implications for music education must acknowledge that the much of what we have come to know as music education within schools is rooted in the banking model that Friere was so critical of
- As music educators, critical pedagogy asks us to make music education more inclusive, directed in a manner that suits the needs of students before that of upholding a music tradition.

bell hooks (1952-)

- American scholar/educator
- Similar to Friere in that she promotes critical questioning of culture and cultural systems, though her critical lenses is aimed more in the direction of race and gender
- hooks has also critiqued many forms of popular culture (including music and film)
- This form of critical questioning is especially useful in the music classroom when discussing various forms of popular music and the meanings that can be drawn from those forms of expressive culture (e.g. Does Lady Gaga empower women because of her success in the music and fashion industries, or does she do the opposite by reinforcing the notion that women are merely objects to looked upon by men?)

Judith Butler

Education

- schools produce gender
- be conscious of cultural reinforcements
- forces students into gender roles

Music Education

- forms of leadership
- structure of classes
- male vs female #'s
- instruments choice
- music choice, ensembles

Main Points

- gender and identity are main concerns
- male and female sexes are cultural idea (gender is what you do)

-gender is form of power/domination

Foucault

- how power produces particular kinds of subjects
- power is enforced and resisted
- technologies (political, ed, religious, etc) function to discipline mind and body (even if unaware)

Education

- hierarchy
- power-based relationships
- discourse establishes and controls knowledge
- history as narrative

Music Education

- role of conductor
- section leaders

- but fragmented and discontinuous
- is ambiguous and conflicting
- “...the historical path is always and inevitably read through contemporary interests and concerns”
 - as educators then, what are we really passing on to the students
 - are we pushing our own agendas? (teaching them what we think they should know)
- wanted to make sure more than one perspective of history was narrated
 - we should look at music the same way Foucault saw history: not static with a fixed past, but a continually changing narrative process

Gilles Deleuze and Felix Guattari

Rhizome

- opposite of hierarchy
- challenges/destabilizes definition
- like a map (no beginning or end)
- think outside the box

deterritorialization

- there is no box
- recreate a shifting box
- no black and white – all grey (or other colours)

pack multiplicities

- changing structures/groupings
- as contrasted with-
- mass multiplicities
- unions, ministry

schizoanalysis

- anti theory and anti method
- no absolute truth

desiring machines

- all humans are full of thoughts, wants, ideas, and feelings
- ideas are ruled by desires

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body without organs
-freedom from desires
-unattainable

implications for education
-institutions are oppressive
-teachers aren't always instructing (student led activities)
-students aren't all of any one thing
-labeling restricts
-differentiated instruction

implications for music education
-musical identity – everyone is musical
-using your strengths
-no person always first chair player (switches)
-become experts on a topic and share with tribe
-play based learning